

States of Guernsey

Education Department

Policy Document

External Providers and Support Agencies working with Schools

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EDUCATION

A STATES OF GUERNSEY GOVERNMENT DEPARTMENT

External Providers and Support Agencies working with Schools

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External Providers and Support Agencies working with Schools

1.0 Introduction

This policy sets out the framework for working with community partners supporting the curriculum or wishing to support the learning of children and young people as either an approved support agency authorised to work in schools or an external provider.

This policy does not apply to those employed in the delivery of Education Department Services such as the Inclusion and Support Services, Schools' Music Service, Educational Psychology Service, Careers Guernsey or those who are already approved such as the Youth Commission, Sports Commission and the Arts Commission.

The guidance contained in this document should be read in conjunction with the [Child Protection Guidelines](#) published by the States of Guernsey and [DBS Policy and Guidance](#) published by the Education Department.

2.0 Accountabilities

2.1 Working with Approved Support Agencies

- The Director of Education is accountable for authorising the agency to operate in schools and for determining and clearly articulating any requirements in the approval letter
- The Director of Education has the authority to remove an agency from the approved Support Agency list
- Each Support Agency is responsible for their continued compliance with the requirements and notifying the PSHCE Advisor of changes to their original application (personnel etc.)
- The PSHCE Advisor is responsible for ensuring Agencies' continued compliance with the requirements and notifying the Head of Strategy and Policy of changes to status
- The PSHCE Advisor is accountable for the quality of the agency's lesson plans and ensures the clarity of the learning objectives and outcomes; content of lessons and the activities to be undertaken by learners
- The Head of Strategy and Policy is accountable for the maintenance of policies and will update the authorised support agency list within this policy
- The headteacher is accountable for ensuring no support agency staff are deployed in their school before it successfully completes the authorisation process and is published on the approved list
- The headteacher is accountable for compliance with this policy in their school
- The headteacher is responsible for ensuring the learning outcomes are achieved
- The headteacher is responsible for raising any concerns about the quality of teaching and learning with the PSHCE Advisor in the first instance
- The headteacher is accountable for publishing in the School Prospectus its policy on unsupervised one-on-one confidential student support meetings with appropriate support agencies' staff
- The PSHCE Coordinator in school is responsible for confirming with the Support Agency that its representative has been DBS checked and that supervision is appropriate for those occasions when the DBS checks have not been completed (e.g. additional delegate is attending in support)
- The PSHCE Coordinator in school is responsible for operational delivery of this policy in school

2.2 Working with External Providers

- The headteacher is accountable for compliance with this policy in their school

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- It is prohibited for any external provider to work with schools where there is either a clear or potential opportunity for its commercial gain unless contracted by the Education Department
- The headteacher must use the checklists in this policy to successfully manage enquiries from external providers
- The headteacher is accountable for which external providers visit their schools and must always make their determinations against the core criterion of the educational value to the learner whilst ensuring no commercial gain for the external provider
- The school's child protection lead is accountable for ensuring any activity in school provided by an organisation not listed as approved by the Education Department is undertaken with clearly agreed child protection procedures established
- The headteacher must assign to a teacher overall responsibility for learning objectives and safety for an activity provided by an organisation not listed as approved by the Education Department
- No charge should be made for educational activities that take place as a part of the school's curriculum hours. When charges are made for activities outside curriculum hours, headteachers should be mindful of the need to take all reasonable steps to ensure equality of educational opportunity for learners
- If a commercial provider/ business is offering extra-curricular activities which involve charging learners but is using school premises, the headteacher must ensure the provider is subject to hire of facilities charges/agreement in line with the Department's standard school lets procedures

Part One: Approved Support Agencies

3.0 Achieving Approved Support Agency Status

All support agencies working in schools must be authorised by the Education Department. Agencies with approved status are listed in Appendix A. Agencies wishing to work with schools should write to the Director of Education in the first instance. This letter should contain the following information:

- The aims and objectives of the agency
- How the agency feels it can support the curriculum
- An indication of the learning outcomes that will arise from the input into schools
- To which year groups' lessons will be offered
- Which named personnel will be undertaking the support role in schools

Once authorised and having complied with specific requirements as notified in writing by the Director of Education, the agency will be added to the list within this policy by the Strategy and Policy Team.

4.0 Minimum Requirements of an Approved Support Agency

4.1 Child Protection Awareness e-training

Under the Islands' Child Protection Committee training strategy all adults volunteering in schools, including the grant-aided colleges, must undertake the [e-learning in Child Protection – instructions for volunteers](#) at least every three years. The Certificate should be presented to The Hub at Sir Charles Frossard House together with the DBS Certificate referenced below.

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4.2 Disclosure and Barring Service Checks

All adults volunteering in schools, including the grant-aided colleges, must be checked through the Disclosure & Barring Service if providing one-on-one personal care or are unsupervised and working frequently or intensely with the same learners. This can be done in one of three ways:

1. through their own Agency
2. by completing a DBS Application Form at Sir Charles Frossard House
3. by porting a valid Certificate from another organization.

Individuals must bring their DBS Certificates to Sir Charles Frossard House for assessment against the Education Department's published criteria. Individuals must also register with the DBS Update Service (free of charge for volunteers) and give consent in writing to the States of Guernsey to use the Service for future validation of their DBS status.

Exceptions to the requirement for a DBS check can be made when:

1. volunteers are never left alone and unsupervised with children and young people; **and**
2. their work in schools is irregular i.e. not always carried out with the same students and less than once a week or less than 4 days in a 30-day period. If agency staff are unchecked, under no circumstances should they be left unsupervised with one student or a group of students. Agencies must inform the school's PSHE Coordinator when they are bringing in staff or volunteers who are not DBS checked.

5.0 Teacher Supervision

a) Timetabled Activities

A designated teacher from the school should be with student groups at all times and actively support the visitor. A visitor must not be left in charge of a group of students or remain unaccompanied with an individual student

b) Individual Support

The School Nurses hold a confidential drop-in clinic in schools and will see students on their own without a teacher present. Schools must notify parents, through their School Prospectus, that such a facility exists. This also applies to Relate Counselors, Social Workers, therapeutic workers, the Youth Commission, The Hub, Youth Justice and youth alcohol workers.

c) Supplementary Curricular Activities

Given the nature of supplementary curricular activities such as those undertaken by representatives of the Sports Commission and Safety Calling Personnel, it is not always possible for a teacher to be with each group at all times. In these circumstances, there should be a designated, responsible, teacher or Learning Support Assistant from the school who has overall responsibility for the activity. The representative of the support group should be aware of this designated teacher and his or her whereabouts, so that contact can be made in the event of any difficulty.

6.0 Security

When an external partner or member of a support agency visits a school, he / she must report to the school office and sign in as a visitor and should always inform the school office (sign out) when they are leaving the premises

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7.0 Training

Support Agencies will be invited to appropriate in-service training opportunities provided by the Education Department, the PSHCE Advisor and the Health Promotion Unit and to attend Support Agency Group meetings.

8.0 Quality Assurance

The PSHCE Advisor will monitor each new Support Agency in its first full academic year and other Agencies will be observed annually unless they deliver infrequently in which case their observations will be proportionate to the frequency of their activity in schools. Feedback on observations will be provided along with any areas for development (see appendix E).

Where a headteacher has concerns about the quality of teaching and learning of an approved Support Agency they must in the first instance discuss the issues with the PSHCE Advisor. Courses of action open to the headteacher thereafter would be to either address the concerns with the manager of the Support Agency with the professional support of the PSHCE Advisor, or to escalate more fundamental concerns to the Director of Education to determine their continued accredited status.

Part Two: External Providers /Community Partners

9.0 Working with External Providers

Schools may be approached by or wish to work with other external providers to promote particular activities or events which do not qualify for approved status but require careful management. Such organisations might include other States of Guernsey Departments, commercial providers or community and voluntary organisations. For the avoidance of doubt, this also includes the school's PTA.

Headteachers should use these checklists to successfully manage such enquiries whilst always judging their decisions against the core criterion of the educational value to the learner whilst ensuring no commercial gain for the external provider.

9.1 Promotional Material

- The content has a justifiable educational/community interest element
- The information does not conflict with the aims, objectives, values or ethos of the school/Education Department
- The material cannot be distributed because it is from commercial or profit making organisations (sports/arts/music academies) but may be published on the community notice board (see section 10)
- The activity/event does not come under the normal delivery of the Education Department and may be distributed with a disclaimer (see section 11)
- Display and/or distribution of material is at the discretion of the headteacher unless otherwise prohibited by this policy. Prior to dissemination of material headteachers need to make a judgement about the possible benefits and risks to young people. If headteachers are reasonably confident about the nature of the activity, the disclaimer (see section 11) may be applied. Headteachers need to make it clear to parents that the activity isn't endorsed by the school or the Department.

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9.2 Working in school (Assembly/Workshops)

- The content has a justifiable educational/community interest element
- The activity does not conflict with the aims, objectives, values or ethos of the school/Education Department or Services
- The visitor is not promoting a business or using the activity for commercial gain
- The personnel delivering the activity are appropriately qualified
- The proposed activities are appropriate for the age and capabilities of the learners participating
- A designated teacher from the school has overall responsibility for the activity, completes a risk assessment, escorts visitors on site and is present when the organisation delivers the activity
- Where the activity is regular or intense, and irrespective of its delivery by a voluntary or commercial provider, the personnel delivering it must have successfully cleared their DBS checks. The designated teacher need then only be readily available when the provider is delivering the activity and not necessarily present (section 4.2)
- The school's child protection lead must ensure when organisations are in school to lead activities or workshops that there is written commitment for the organisation's personnel to work within agreed child protection policy and procedures. These can be either those already established by the school or the organisation's own policy if it has been reviewed and agreed by the school's child protection lead
- The invitation is at the headteacher's discretion

9.3 Miscellaneous (Drama/Music/Art/Photographs/Uniform)

- Headteachers should contact the link Education Development Officer with responsibility for drama and art or the Head of the Schools' Music Service for music to ensure that activities are coordinated and that the necessary procedural and legal requirements can be satisfied before engaging a performance or activity in school
- Schools should refer enquiries about use of school premises for an activity to the Administration Team at Education unless they have their own Premises Manager
- The Education Department does not recommend specific photographers. Headteachers can arrange for school photographs but are advised to confirm copyright issues or restrictions in advance to ensure they can be used in school publicity material. Parents and carers should be advised in advance of the date and purpose. (Press photographer visits are addressed in the policy and guidance on [the use of digital images of children](#))
- States Departments or agents of those Departments must not recommend any particular individual/company or endorse their product/s. Advice can, however, be provided to third parties about where further information is available on potential providers/suppliers.
- A common feature of a number of school open evenings has been the opportunity for local providers of school uniforms to display their product. It is necessary that equality of commercial access to these events is provided for a range of suppliers in order to ensure that by implication the products of a particular company are not seen as endorsed by a school

10.0 Community Notice Board

The community notice board must be clearly separated from the school notice board and prominently publish the following disclaimer:

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This Community Notice Board is provided for the display of notices of community interest, unconnected with the school. The display of such notices must not be taken as a recommendation or endorsement by the school or Education Department and you should carry out your own enquiries to ensure that you are satisfied with the quality, suitability and safety of the product or service advertised and the identity and character of those providing it.

This should be signed and dated by the headteacher.

11.0 Education Department Disclaimer

Where the request is to distribute promotional material for an activity/event that does not come under the normal delivery of the Education Department then it may be distributed with the following disclaimer following a headteacher's assessment about the possible benefits and risks to young people (See 9.1 above).

This information is provided for the interest of members of the community. The circulation of the information should not be taken as a recommendation or endorsement by the school or Education Department and you should carry put your own enquiries to ensure that you are satisfied with the quality, suitability and safety of the product or service advertised and the identity and character of those providing it.

If the activity is already provided by the Education Department (such as swimming/music tuition) then contact the Head of Strategy & Policy to discuss the request.

External Providers and Support Agencies working with Schools

Appendix A: List of Approved Agencies

Action for Children (Alcohol Education)
Alcohol and Drug Advisory Council (GADAC)
Ambulance and Rescue Service
Border Agency
Citizens Advice Bureau (Financial Education)
Concept Group (Pensions and Planning for Retirement)
Domestic Abuse Education (Hampton Trust)
Drug Concern
Fire & Rescue Service
Health Information Guernsey (Disability Awareness / Support for Young Carers)
Health Promotion Unit
Health & Social Services Department
Hub (The) (Support for 11-16 Year olds including Online Safety Education)
LifeSkills - People Skills; Work Skills; Money Skills (Barclays)
National Society for the Prevention of Cruelty to Children (NSPCC/ChildLine Schools Service)
National Westminster Bank (Moneysense Programme)
Oxfam
Police. Neighbourhood Police team
Prison
Probation Service
Protect Guernsey (formerly GAST - Guernsey Against Sex Trafficking)
Public Services Dept. (Recycling Officer)
Red Cross (Humanitarian Education)
Restorative Justice
Safe and Secure Online (Online Safety Education)
Samaritans
Schools' Library Service
Sports Commission
Sunflower Project
St. John Ambulance Training Services (First Aid)
Relate 2U (Student Counselling)
Victim Support & Witness Service
Youth Commission

SHARE (Sexual Health and Relationship Education) are an Education Service who also visit and provide support for schools.

Agencies wishing to become approved partners should contact the Deputy Director of Education.

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Appendix B: Good practice for schools that invite visitors to work in the classroom

Before the visit

- Review your Scheme of Work and identify the opportunities for Support Agencies to enhance your teaching
- Talk to the Support Agency to confirm that they can offer input which complements your learning intentions
- Check that your proposed visitor is inscribed on the approved list to work in schools
- Identify an appropriate time for the visit/series of visits then book the Agency
- Tell the visitor the nature/gender/size of the group/s, the teaching area available and the length of the lesson
- Tell the visitor about any special circumstances/special needs relating to this class or an individual child
- Agree classroom management strategies and teaching and learning activities
- Identify any resources/equipment needed by the visitor
- Prepare the class for the visit by explaining the purpose for involving the visitor, encourage students to identify questions they might wish to ask and inform them about any planned follow up activities
- Ensure that the visitor knows the procedure for parking and signing in at the school

On the day of the visit

- A teacher must be present at all times throughout the lesson in order to follow-up on any issues raised by the agency or students
- The teacher must take responsibility for the discipline of the class
- Students should be encouraged to host the visit and look after the visitor wherever possible
- Check resources/equipment are available and working.
- Ensure that the seating arrangement is satisfactory
- Arrange for the visitor to be met on arrival and escorted to the venue
- Introduce the visitor to the group
- Participate in the lesson / act as facilitator where appropriate
- Complete any evaluation forms, involving students where applicable

After the visit

- Feedback to the visitor where applicable, and feedback to colleagues and the Headteacher
- Raise any concerns about the Support Agency's visit with the PSHCE Advisor

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Appendix C: Good practice for Community Partners delivering sessions in schools

Before the visit

- Identify where your session fits in with the school's curriculum (contact PSHCE Advisor for help if necessary)
- Plan your lesson with clear learning intentions and outcomes (contact the PSHCE Advisor for help if necessary)
- Ensure your lesson is 'active' and allows the pupils opportunities for independent learning
- Choose appropriate and imaginative resources and ICT to support learning e.g. case studies, scenarios, visual images, video clips etc
- Use teaching materials that are free from commercial bias
- Provide information which is realistic, relevant and which reinforces positive social norms and promotes harm reduction
- Contact the PSHE co-ordinators in schools to make bookings and confirm these the week before your visit
- Contact the school / PSHE co-ordinator before your visit to request equipment / resources / particular room set up etc
- Ensure all Child Protection requirements have been complied with by volunteers/staff of your Agency working at the educational establishment

On the day of the visit

- Arrive at the school promptly with sufficient time to set up your session
- Sign in and collect a visitor's badge / sticker
- Introduce yourself to the class and explain the learning intentions for the session
- Discuss and agree ground rules, as appropriate
- Encourage pupils to reflect on their learning at the end of the session
- Ask for written or oral feedback from the teacher and students, as appropriate (see Appendix D)

After the visit

- Regularly review and revise your sessions according to new updates, initiatives and feedback
- Raise any concerns about sessions in schools with the PSHCE Advisor

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Appendix D: Support Agency Lesson Feedback Form



Please be honest – this information will be used to inform future planning

Name of presenter:	School:	Date:
Support agency:	Year Group:	Time/duration:
	Teacher:	
Comments		
What was good about the lesson?		
Please comment on the pace of the lesson		
Please comment on the pitch of the lesson/inclusion		
How could the session be improved/developed?		
How do you intend to follow-up on this session? *		
Please comment on the value of an outside agency delivering this session		

*Please let me know if you need any further help or information.

How did you rate the session overall? (please circle one)

1	2	3	4	5
Excellent	Very good	Good	Fair	Poor

Any other comments?

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Support Agency Pupil Feedback Form

Support agency:

School:

Year Group:

Date:

Lesson title:



1. The lesson was (please tick one box)

Excellent		Good		Ok		Boring	
-----------	--	------	--	----	--	--------	--

2. Did you learn anything new? (please circle one)

A lot

A bit

Nothing

3. What was the best part of the lesson?

4. What was the worst part of the lesson / how could the lesson be improved?

Support Agency Pupil Feedback Form

Support agency:

School:

Year Group:

Date:

Lesson title:



1. The lesson was (please tick one box)

Excellent		Good		Ok		Boring	
-----------	--	------	--	----	--	--------	--

2. Did you learn anything new? (please circle one)

A lot

A bit

Nothing

3. What was the best part of the lesson?

4. What was the worst part of the lesson / how could the lesson be improved?

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Appendix E: PSHCE Support Agency Lesson Observation Form

Agency/Name		School		Year Group/No of pupils	
Additional Adults				Date / Time	
Planning Features			Comments		
Evidence of planning with a clear structure					
Introductory Features			Comments		
Clear start to the lesson, engaging pupil's attention successfully					
Learning intentions / objectives made clear to the pupils					
Evidence of relevant success criteria / learning outcomes					
Main Activities			Comments		
Subject matter relevant and engaging					
A range of teaching methods / activities used					
Good pace / effective use of time					
Tasks understood by all pupils					
High level of pupil participation					
Plenary Features			Comments		
Review / recap on learning at end of lesson					
Orderly conclusion to the lesson					

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Generic Features	Comments
Secure subject knowledge demonstrated	
Use of positive praise	
Evidence of effective classroom management	
Pupil's views respected	
Appropriate use of resources	

Additional notes:

One practical idea to try out could be...

Signed:
PSHCE Advisor

Date:

Support Agency's Comments (optional):

Signed:

Date: